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Statewide Assessment: The Truth Revealed

Indiana Department of Education
Office of Student Assessment

Welcome and Introductions

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Agenda

Truth 1: There are federal requirements for statewide assessments that affect decisions made at the local level.

Truth 2: Educators are included in the selection of test vendors or the development of statewide assessments.

Truth 3: IDOE provides resources that help teachers understand which standards will be assessed on the statewide assessment and how those standards will be assessed.

Truth 4: The results of statewide assessments should not be used in isolation to determine grade placement, reading ability, and/or the type of special education services students will receive.

Truth 5: The results of statewide assessments is one piece of evidence used by parents and schools to understand students' abilities and progress.

Truth 1

There are federal requirements for statewide assessments that affect decisions made at the local level.

Federal Law

- The Elementary and Secondary Education Act of 1965
- No Child Left Behind (2002)
- Every Student Succeeds Act (2015)



Just a few of the requirements under ESSA:

- All students must be assessed in English/Language Arts and Mathematics every year in grades 3 - 8 and once during high school (grades 10 - 12).
 - Indiana uses a minimum score on this ESSA requirement as a graduation pathway.
 - The graduation pathway is not legislated federally, but per Indiana state law.
- All students must be assessed in Science once between grades 3 - 5, grades 6 - 9, and grades 10 - 12.
- All states must provide accommodations to students who need them for statewide assessments, and these accommodations must be captured in the students' education plan (IEP, CSEP, Section 504).

ESSA Requirements (Continued):

- ESSA limits the number of students who may take alternate assessments to 1 percent of all tested students in a given subject.
- States must establish college-and career-ready standards and maintain high expectations when assessing students against those standards.
- States must develop assessments using the principles of universal design for learning.
- Tests must measure higher-order thinking skills, such as reasoning, analysis, complex problem solving, and critical thinking.

Diving Deeper Into Assessments

Assessing College and Career Readiness Standards

6.RN.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

"Select the phrases from the text that show why people believed the city of El Dorado did not exist."

Although the text states explicitly that many scientists did not believe El Dorado existed, the reasons must be inferred using details in the text. The student must identify multiple pieces of evidence embedded within the text.



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Truth 2

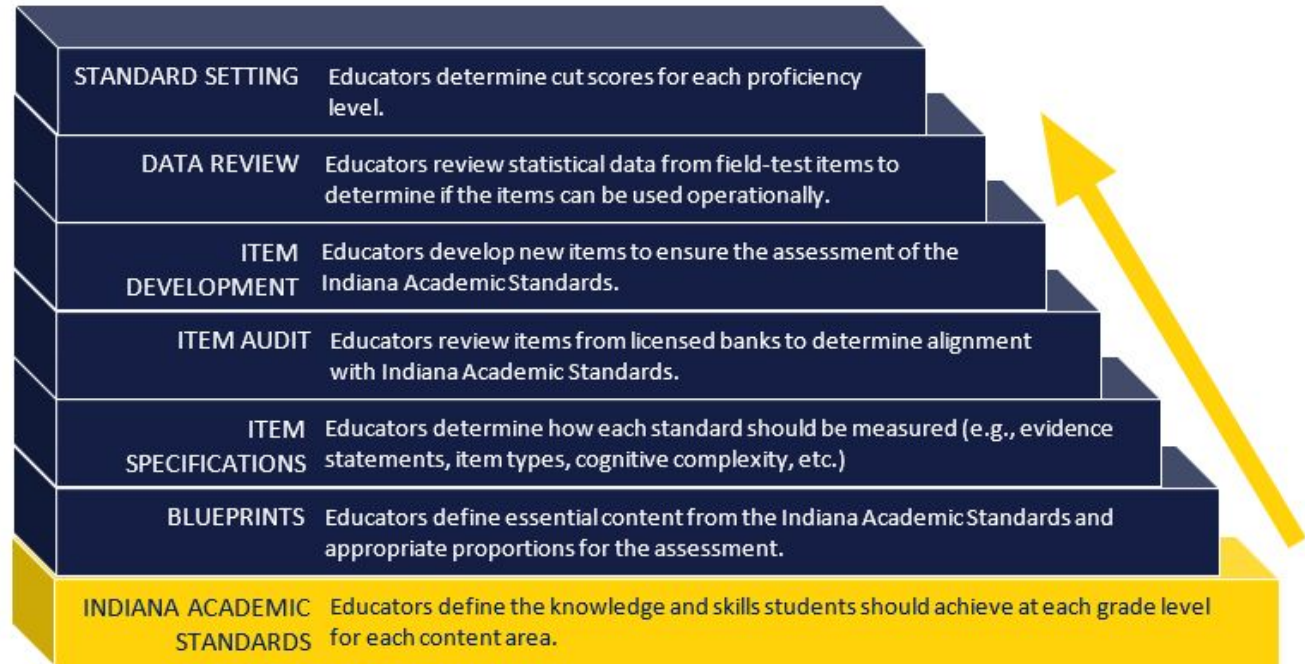
Educators are included in the selection of assessment vendors or the development of statewide assessments.

Educator Involvement in Vendor Selection

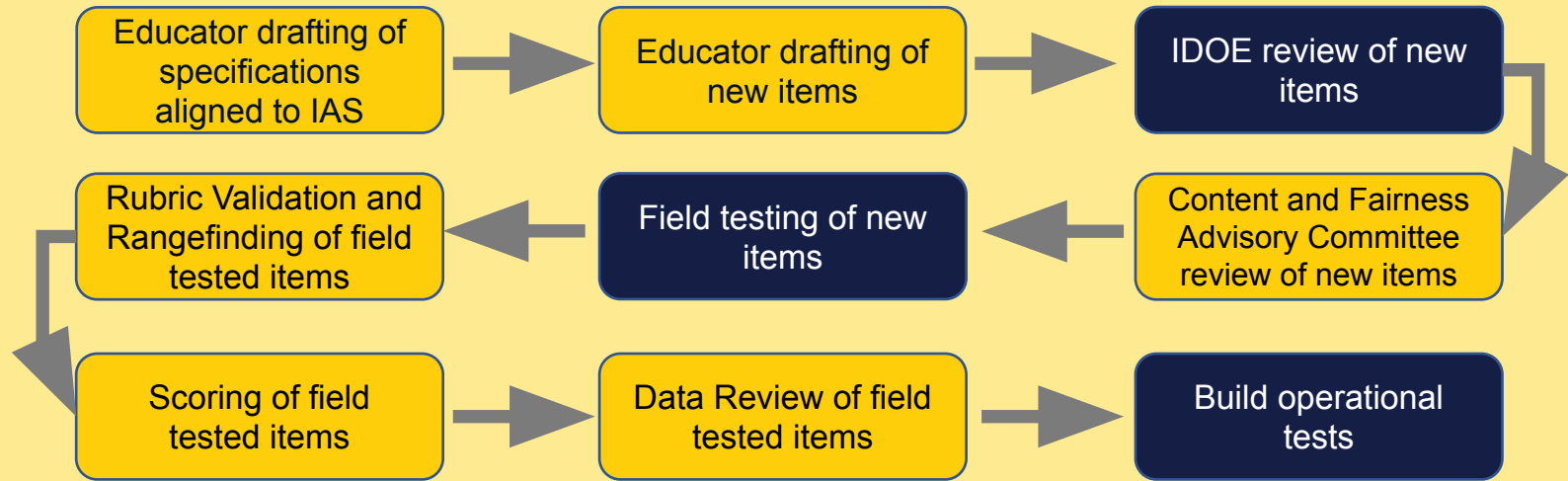
Request for Proposals (RFP) is a state procurement process used to identify and select vendors to complete assessment projects

Who might participate?	
Superintendents/Building Level Administrators	Special Education Directors
Corporation Test Coordinators	Content Educators <ul style="list-style-type: none">• Mathematics• English/Language Arts• Science• Social Studies
Technology Directors	

Assessments are built from the ground up, and educators are involved in every step of the process.



Item Development Sequence



Educator Involvement



Educator Recruitment



Voice

Indiana educators help build Indiana assessments. We want your voice to be represented. [Register here](#) to be considered for an assessment committee.

Opportunity

All custom item development for ILEARN is now completed by Indiana educators. Watch for opportunities for future involvement!

Assessment System

Indiana continues to build towards a cohesive systems of assessments, PreK-12. This year, ISPROUT (PreK) was introduced, and next year, high school assessments will update to align to CCR expectations.

Resources

Indiana [publishes](#) many resources to increase transparency, including test blueprints, item specifications, and PLDs for assessments as available.

Educator Involvement in the Test Development Process



Truth 3

IDOE provides resources that will help teachers understand which standards will be assessed on the statewide assessment and how those standards will be assessed.

Test Blueprints

- Blueprints are a map for building a test.
- They help determine item selection based on reporting categories, standards, and total amount of items.
- The blueprints can inform instructional planning.


Test Blueprints

Reporting Category	Standard	Standard Item Range		Standard % of Test		Reporting Category Item Range
		Min	Max	Min	Max	
Algebraic Thinking (20–26%)	5.AT.1	1	3	2	6	10–12
	5.AT.2	1	3	2	6	
	5.AT.3	0	2	0	4	
	5.AT.4	0	2	0	4	
	5.AT.5	1	3	2	6	
	5.AT.6	0	2	0	4	
	5.AT.7	0	1	0	2	
	5.AT.8	1	3	2	6	
Computation (22–28%)	5.C.1	1	3	2	6	11–13
	5.C.2	1	3	2	6	
	5.C.4	1	3	2	6	
	5.C.5	0	2	0	4	
	5.C.6	0	2	0	4	
	5.C.7	0	2	0	4	
	5.C.8	0	2	0	4	
	5.C.9	0	1	0	2	

Item Specifications

- Item specifications are a guide for individual item creation and contain information about the presentation to students.
- The specs are based on an academic standard.
- They offer details about the item type, DOK level, vocabulary, content limits, and samples.

Item Specifications

Content Standard	MA.4.G.1: Identify, describe, and draw parallelograms, rhombuses, and trapezoids using appropriate tools (e.g., ruler, straightedge, and technology).
Content Limits	Items should not include kites.
Construct-Relevant Vocabulary	congruent, line segment, parallel, parallelograms, rhombuses, trapezoids
Recommended Response Mechanisms (Item Types)	Graphic Response Multi-Select
DOK	2
Model Task	
Context	No Context
Allowable Stimulus Material	N/A
Evidence Statements	
Students draw a given shape or shapes.	
Students classify the given shape(s).	
Sample Item	
Use the Connect Line tool to draw a rhombus.	
	

Additional Resources

- [What are Blueprints? Infographic](#)
- [Understanding and Using Test Blueprints Moodle Course](#)
- [Item Specifications Explained](#)
- [Understanding and Using Test Specifications Moodle Course](#)
- [Item Specification Database](#)
- [Stimulus/Passage Specifications](#)

Truth 4

The results of statewide assessments should not be used in isolation to determine grade placement, reading ability, and/or the type of special education services students will receive.

A Balanced Approach

- Use multiple measures (more information) to get the clearest picture.



- Use test blueprints, item specifications, and PLDs to ensure an understanding of what each assessment was intended to measure and how.
- Avoid overuse or underuse of data.

Truth 5

The results of statewide assessments is one piece of evidence used by parents and schools to understand students' abilities and progress.

Things to Remember about Assessment and Data

- Assessment scores are estimates of student knowledge and skill.
- Assessment scores describe an estimated ability at a single point in time.
- Assessment scores describe ability based on a defined set of standards and that set of standards is likely different for each assessment.
- Many factors can affect assessment scores.

Questions to Ask the Data



What was the purpose of the assessment?

What standards were being measured?

What level of rigor does the assessment require?

Were there differences in the provided accommodations?

Based on the assessment's purpose, what are ways that I can use the data?

Did any irregularities occur during testing?

How much time has elapsed since the student took the assessment?

Scenario 1

Tabitha took a benchmark assessment in late March and ILEARN in late April. She scored very well on the benchmark assessment, but only attained *Approaching Proficiency* on ILEARN. She tried her best both times. What happened?



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Tabitha took a benchmark assessment in late March and ILEARN in late April. She scored very well on the benchmark assessment, but only attained *Approaching Proficiency* on ILEARN. She tried her best both times. What happened?

Possible Response

Benchmark assessments typically measure only a small set of standards while ILEARN measures the breadth and depth of grade level standards. Perhaps the student performs well for the standards on the March benchmark, but needs further support with other standards.

Scenario 2

Marcus is in third grade. He took IREAD-3 in March and received a Lexile score of 253. Then he took our district interim test in April and received a Lexile score of 200. Then he took ILEARN and received a Lexile score of 290. Which one is right!?



Scenario 2

Marcus is in third grade. He took IREAD-3 in March and received a Lexile score of 253. Then he took our district interim test in April and received a Lexile score of 200. Then he took ILEARN and received a Lexile score of 290. Which one is right!?

Possible Response

Remember that test scores represent a measurement taken at a single point in time and are an estimation of student ability. Also, remember that people change, constantly! Based on these scores, a good estimate for Marcus' reading Lexile is likely in the mid 200s. You may also want to look at the standard measure of error and keep the values within that range.

Individual Student Reports

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History. Progress. For Every Student.

Indiana Learning Evaluation and Readiness Network ILEARN Assessment Results

Dear Parent/Guardian,
This report provides information about your child's performance on the Indiana ILEARN assessment. ILEARN is the summative accountability assessment for Indiana students to measure student growth and proficiency in English/Language Arts, Mathematics, Science, and Social Studies according to the Indiana Academic Standards.

Please read this report closely and discuss the results with your child and his/her teacher. Thank you for supporting your child's education.

Jill Carroll
Dr. Jennifer McCormick
State Superintendent of Public Instruction

INFORMATION ON INDIANA'S ILEARN ASSESSMENT
ILEARN is Indiana's new online computer-adaptive assessment designed to measure your child's proficiency based on the Indiana Academic Standards. Overall student results in ILEARN are reported as four-digit scale scores. The overall scale scores for Indiana students align with the four proficiency levels: Below Proficiency, Approaching Proficiency, At Proficiency, and Above Proficiency. The report provides your family with useful information, including the following: how your child scored on the assessment, whether the scores meet state proficiency standards, and how your child's scores compare with students in his/her school, corporation, and state.

UNDERSTANDING THE ILEARN ASSESSMENT

Individual Student Report
This is the report that you will receive. It shows your child's performance on the assessment. The report includes information about your child's performance on the assessment, including the following: how your child scored on the assessment, whether the scores meet state proficiency standards, and how your child's scores compare with students in his/her school, corporation, and state.

Basic test information
This section provides information about the test, including the test name, test date, and test location.

Scale Score	Proficiency Level	College and Career Readiness Indicator
275	Below Proficiency	Not on track

Scale Score: Represents your child's overall numerical score placed on an alternative scale rather than just using percent correct or a raw score.

Proficiency Level: Indicates which proficiency level your child is placed into based on the overall scale scores.

Reported Lexile® Measure (English/Language Arts only): Represents your child's reading ability, and serves as a guide in selecting books for your child.

Reported Quantile® Measure (Mathematics only): Represents your child's mathematical skills, and helps you identify activities to support your child in gaining mathematical skills and understanding.

College and Career Readiness Indicator: Indicates whether your child meets the college and career readiness standards.

We encourage you to review these results with your child and his/her teacher. If you have questions about the contents of this report, contact your local school or corporation.

Things to consider with your child's teacher:

- What are strengths?
- What are areas of growth?
- What strategies can we use to support growth?
- What instructional materials do you recommend for my child?

Based on your child's ILEARN scale score, he/she is placed into one of the four proficiency levels: Below Proficiency, Approaching Proficiency, At Proficiency, or Above Proficiency. Students performing At or Above Proficiency are on track for college and career readiness.

Your child's test score can vary if the test is taken several times. His/her knowledge and skills likely fall within a score range and not just at a precise number. Scores are an estimation of your child's ability.

The comparison scores table shows how your child's scale score compares with peers at the school, corporation, and state levels.

The reporting category performance table shows your child's performance across domains within a content area. Reporting category performance is reported as Below (B), At/Near (N), or Above (A).

Bar charts indicate how your child performed. The black bar shows your child's performance. The white bar shows the expectation by domain. The green band shows the range of performance expected over time typically associated with the assessment's small measurement error.

English/Language Arts reports include descriptions of your child's performance on the Performance Task (i.e., writing portion). If a condition code appears, your child's response could not be scored. Unscorable responses include responses that are blank, insufficient, written in a non-scorable language, off-topic, off-purpose, or illegible.

ADDITIONAL RESOURCES

- To understand more about your child's proficiency level, go to www.doe.in.gov/assessment/ilearn-families
- To practice questions similar to what your child has seen on ILEARN, go to www.doe.in.gov/assessment/ilearn-sample-items-and-scoring

For more information about this assessment, go to www.doe.in.gov/assessment/ilearn

For more information about Lexile® Measures, go to www.doe.in.gov/assessment/lexile-measures-indiana

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Understanding the ISR

- Scale Score
- Proficiency Level
- Reported Lexile® (ELA) or Quantile® (Mathematics) Measure
- College and Career Readiness Indicator

Scale Score: Represents the student's overall numerical score placed on an alternative scale rather than just using percent correct or raw score.

Proficiency Level: Indicates which proficiency level the student is placed into based on the overall scale score. Proficiency levels for ILEARN include Below Proficiency, Approaching Proficiency, At Proficiency, and Above Proficiency.

Overall Performance on the ILEARN Mathematics Grade 6 Test: DemoLast, DemoFirst, Spring 2019

Name	STN	Scale Score	Proficiency Level	Reported Quantile® Measure	College and Career Readiness Indicator
DemoLast, DemoFirst	599999593	6731	Above Proficiency	1200Q	Yes

Reported Lexile® Measure (ELA only): Represents the student's reading ability and serves as a guide in selecting books.

Reported Quantile® Measure (Mathematics only): Represents the student's mathematics skills and helps identify activities to support the student in gaining mathematical skills and understanding.

College and Career Readiness Indicator: Indicates whether the student meets the college-and-career readiness standards.

Understanding the ISR

Scale Score and Performance on the ILEARN Mathematics Grade 6 Test: DemoLast,

DemoFirst, Spring 2019 



Proficiency Level Description

Above Proficiency

Indiana students above proficiency have mastered current grade level standards by demonstrating more complex knowledge, application, and analytical skills to be on track for college and career readiness.

Based on the student's ILEARN scale score, he/she is placed into one of the four proficiency levels shown: Below Proficiency, Approaching Proficiency, At Proficiency, or Above Proficiency. **Students performing At or Above Proficiency are on track for college and career readiness.**

A student's test score can vary if the test is taken several times. His/her knowledge and skills likely fall within a score range and not just as a precise number. Scores are an estimation of the student's ability.

Questions?

Thank you for joining us!

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